

EDN 543

Advanced Teaching of Social Studies in the Elementary Classroom



UNCW Graduate Catalog Description:

This course explores contemporary research, practices, and issues in social studies education with emphasis on enhancing the global dimension in the elementary school curriculum. Candidates design an integrated unit of study reflecting strong content knowledge, the integration of digital tools for teaching and learning, and the use of authentic assessment methods.

COURSE REQUIREMENTS

This course is delivered in Blackboard Learn™ (<http://www.learn.uncw.edu>) where readings, videos, and websites will be assigned per the course schedule.

As an online course, it is critically important that students are self-motivated, independent learners and thinkers, and have good time management.



Requirements:

- Ability to commit an average of 10-12 hours per week for coursework.
- Computer and internet access necessary to access content and to complete assignments.
- Firefox 24 Extended Support Release (ESR) is the recommended browser for Blackboard Learn.
- Adobe Reader to open .pdf files.

Instructor Contact Information

Dr. Elizabeth O. Crawford
 Education Building 218
 Phone: 910.962.2916
 Email: crawforde@uncw.edu
 Skype: eoutlawcrawford

On-Campus Office Hours:

Mondays 10 AM - 12 PM
 Wednesdays 1 - 3 PM
 Thursdays 10 AM - 12 PM

Online Office Hours:

Thursdays 2-4 PM
 Fridays 9 AM - 12 PM



COURSE GOALS AND OBJECTIVES

By the end of the course, students will demonstrate the following understandings, skills, and dispositions as related to elementary grades social studies teaching and learning:

Understandings

- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Understand and describe the four major content components of social studies (i.e., history, geography, civics, and economics), including contemporary global issues that transcend political borders.

Skills

- Participate in professional learning communities.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.
- Seek out and use existing research to inform school practices.
- Model technology integration that supports student learning.
- Use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Use verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.
- Identify “researchable” problems of significance in social studies education and seek solutions to them.
- Communicate ideas thoughtfully and respectfully with diverse audiences.

Dispositions

- Model personal and professional reflection to extend student learning and school improvement.
- Demonstrate value and respect for human diversity.
- Are curious and interested in learning about the world.

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- Write a research paper on social studies-related content using scholarly sources and APA 6th edition formatting.
- Develop an integrated unit of study and lesson plan for a targeted grade level, reflective of best practices addressed in readings and course discussions.

Course Policies

ATTENDANCE

- Students are expected to log on a minimum of two times every seven days and to post in the forum at least three times per week (i.e., from Monday to Sunday, one original post and two responses to classmates’ posts).

HONOR CODE

- Honor Code offenses (e.g., plagiarism, cheating, fabrication) are serious and will result in sanctions set forth in UNCW policy, including, but not limited to, a 0 on the assignment and may result in a failing grade for the course.

COURSE WORK

- Late course assignments are deducted 20% each 24-hour period.

Course Support

Students with Disabilities

Students with diagnosed disabilities should contact promptly the Office of Disability Services (910.962.7555). Any student who needs accommodations based on a disability should contact me to discuss his or her needs, providing a copy of the letter from the Office of Disability Services detailing class accommodations needed. Please see the Disabilities Services for additional information and resources.

University Learning Center

Students are encouraged to access The Writing Center (DePaolo Hall 1003). One-on-one consultations and electronic responses to papers through the Online Writing & Learning (OWL) program are available. Visit <http://www.uncw.edu/ulc> for more information.



Online Participation (30%)

Each week as assigned, students will compose a response (or product) to the lecture(s), reading(s), and video(s). Original posts are due Fridays at 11:59 PM and responses to peers Sundays at 11:59 PM. Written posts should be specific and concise (approximately 250-500 words) and include citations (as appropriate) in APA 6th edition formatting. Peer responses should build upon students' ideas with specific reference to the material being learned. Forum activities are worth 3% each x 10 modules = 30% of the student's overall course average.

COURSE ASSIGNMENTS



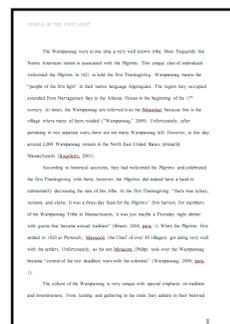
Assignment #1: Learning Playlist (5%)

An electronic compilation of 10 or more web-based resources representing the best of what's on the web as pertaining to a SS topic using LessonPaths (formerly MentorMob EDU).



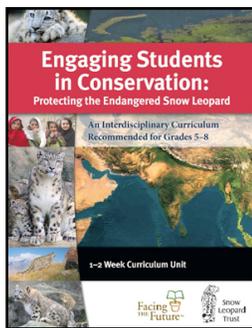
Assignment #2: Background Content for Teachers (15%)

A 3-5 page scholarly research paper following APA 6th edition formatting of the student's chosen social studies concept or topic using reputable sources (e.g., NCSS journals, teacher's editions, professional organizations' websites, and more).



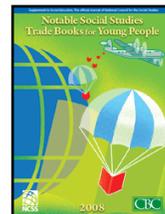
Assignment #3: Unit Framework (20%)

Using knowledge acquired through the student's research, he or she will develop a unit framework – or a plan for a unit of study. The unit framework shall consist of: (1) Original Unit Title; (2) Introduction to Unit (adapted from Assignment #1); (3) Targeted Grade Level; (4) Unit Length (e.g., in weeks or months); (5) Unit Learning Goals and Objectives; (6) Essential Questions and Enduring Understandings; (7) National and State Standards Alignment Matrix; (8) Outline of Instructional Lessons (with one developed, see Assignment #4); (9) Unit Assessment with Scoring Rubric; and (10) Resource List (compiled in part from Assignments #1 and 2).



Assignment #4: NCSS Notable Trade Book Lesson Plan (with Optional SSRP Submission) (30%)

Students will develop a sample lesson plan based upon an NCSS Notable Trade Book from the larger integrated unit framework for encouraged submission to *Social Studies Research and Practice*.



GRADING SCALE

A 94-100%	C+ 77-79%
A- 90-93%	C 74-76%
B+ 87-89%	C- 70-73%
B 84-86%	F <69%
B- 80-83%	

EXTRA CREDIT



Students will be afforded two of many professional opportunities, such as submission of one's NCSS Notable Trade Book Lesson Plan to SSRP or participation in online webinars, worth 2% each added to the student's overall course average. Please see Blackboard Learn™ for specific opportunities and requirements for extra credit.

Course Calendar

This course is organized into three “units” or themes:

Unit 1: Social Studies Trends and Practices

Unit 2: Social Studies: Integrated, Globally Focused Teaching and Learning

Unit 3: The Connected Social Studies Educator

Each module includes an overview, objectives, guiding questions, module content, and directions for completing the module.

Students are responsible for completing module readings and activities by Fridays at 11:59 PM. Peer responses are due Sundays at 11:59 PM. Late module work (i.e., after the week has ended) are not graded and will receive a 0.

Main Assignment Due Dates

Learning Playlist due September 18

Background Content for Teachers due October 9

Unit Framework due November 13

NCSS Notable Tradebook Lesson Plan due December 4

Module	Topic	Due
Getting Acquainted August 17-21, 2016	Getting Acquainted	By August 21, please do the following: <input type="checkbox"/> Introduction (8/19) and peer responses in the DB (8/21) <input type="checkbox"/> Record your Gmail address (or equivalent) on class Google spreadsheet
Unit 1: Social Studies Trends and Practices		
Module 1 August 22 - 28, 2016	Social Studies: What and Why	<input type="checkbox"/> Discussion Board Activity #1 by 8/26 and 8/28
Module 2 August 29 - September 4, 2016	Powerful and Meaningful Social Studies Units of Study	<input type="checkbox"/> Discussion Board Activity #2 by 9/2 and 9/4 <input type="checkbox"/> Participation in Class Webinar #1 (TBD)
No Module September 5 - 11, 2016	N/A Professional Learning Community (PLC) Peer Review Work	<input type="checkbox"/> Content Paper Draft in Google Drive by 9/9 <input type="checkbox"/> Peer Feedback in Google Drive by 9/11
Module 3 September 12 - 18, 2016	Technological Pedagogical Content Knowledge (TPCK)	<input type="checkbox"/> Discussion Board Activity #3 by 9/16 and 9/18 <input type="checkbox"/> Assignment #1 Learning Playlist due 9/18 under Assignment Submissions

Module	Topic	Due
Unit 2: Social Studies: Integrated. Globally Focused Teaching and Learning		
Module 4 September 19 - 25, 2016	Infusing Global Learning Across Content Areas	<input type="checkbox"/> Discussion Board Activity #4 by 9/23 and 9/25
Module 5 September 26 - October 2, 2016	Globalization and Interdependence	<input type="checkbox"/> Discussion Board Activity #5 by 9/30 and 10/2 <input type="checkbox"/> Participation in Class Webinar #2 (TBD)
Module 6 October 3 - 9, 2016	Sustainable Futures	<input type="checkbox"/> Discussion Board Activity #6 by 10/7 and 10/9 <input type="checkbox"/> Assignment #2 Background Content for Teachers Paper due 10/9 under Assignment Submissions
No Module October 10 - 16, 2016	N/A Professional Learning Community (PLC) Peer Review Work	<input type="checkbox"/> Unit Framework Drafts in Google Drive by 10/14 <input type="checkbox"/> Peer Feedback in Google Drive by 10/16
Module 7 October 17 - 23, 2016	Dimensions of Change	<input type="checkbox"/> Discussion Board Activity #7 by 10/21 and 10/23
Module 8 October 24 - 30, 2016	Identity and Cultural Diversity	<input type="checkbox"/> Discussion Board Activity #8 by 10/28 and 10/30 <input type="checkbox"/> Participation in Class Webinar #3 (TBD)
No Module October 31 - November 6, 2016	N/A Professional Learning Community (PLC) Peer Review Work	<input type="checkbox"/> NCSS Notable Trade Book Lesson Plan Drafts in Google Drive by 11/4 <input type="checkbox"/> Peer Feedback in Google Drive by 11/6
Module 9 November 7 - 13, 2016	Social Justice, Human Rights, and Peace-Building and Conflict	<input type="checkbox"/> Discussion Board Activity #9 by 11/11 and 11/13 <input type="checkbox"/> Assignment #3 Unit Frameworks due 11/13 under Assignment Submissions

Module	Topic	Due
Unit 3: The Connected Social Studies Educator		
Module 10 November 14 - 20, 2016	Global Education Conference (November 13-16)	<input type="checkbox"/> Discussion Board Activity #10 by 11/18 and 11/20
No Module November 21 - 27, 2016	Thanksgiving Holiday	
November 28 - December 4, 2016	Course Closing	<input type="checkbox"/> Assignment #4 NCSS Notable Tradebook Lesson Plan due 12/4 under Assignment Submissions

International Holidays

You are encouraged to consider how you may incorporate the celebration of international holidays throughout your curriculum. Below is a listing of sample fall holidays with their respective official webpages.

Holiday	Webpage
International Literacy Day - September 8	http://www.unesco.org/new/unesco/events/prizes-and-celebrations/celebrations/international-days/literacy-day/
International Day of Peace - September 21	http://internationaldayofpeace.org/
World Habitat Day - October 5	http://unhabitat.org/world-habitat-day/
International Day of the the Girl Child - October 11	http://www.un.org/en/events/girlchild/
World Food Day - October 16	http://www.fao.org/world-food-day/home/en/
World Toilet Day - November 19	http://www.unwater.org/worldtoiletday

ABBREVIATED REFERENCE LIST

- Adichie, C. (2009). Chimamanda Abichie: The danger of a single story. [Video file]. Retrieved from http://www.ted.com/talks/lang/en/chimamanda_adichie_the_danger_of_a_single_story.html
- Alleman, J., & Brophy, J. E. (2003). History is alive: Teaching young children about changes over time. *The Social Studies*, 94, 107-116.
- Amnesty International USA. (2000). *Our world, our rights: Teaching about rights and responsibilities in the elementary school. A handbook for learning about the Universal Declaration of Human Rights* (pp. 1-14). New York: Author.
- Bauml, M., Field, S.L., & Ledbetter, M. (2013). Immigration, Any Small Goodness, and integrated social studies. *Social Studies and the Young Learner*, 26(1), 17-21.
- Berson, I.R., Berson, M.J., & Manfra, M.M. (2012) Touch, type, and transform: iPads in the social studies classroom. *Social Education*, 76(2), 88-91.
- Brophy, J., & Alleman, J. (2008). Early elementary social studies. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 33-49). New York: Routledge.
- Browett, J., & Ashman, G. (2008). *Thinking globally: Global perspectives in the early years classroom..* Carlton South, VIC: Curriculum Corporation.
- Crawford, E. O., & Monsion, T. (2011, November/December). Drop by drop: First graders learn about water and the value of conservation. *Social Studies and the Young Learner*, 24(2), 9-13.
- Christie, E.M., Montgomery, S.E., & Staudt, J. (2012). Little by little: Global citizenship through local action inspired by Wangari Maathai. *Social Studies and the Young Learner*, 25(2), 8-11.
- Department for International Development. (DFID). (2005). *Developing the global dimension in the school curriculum*. Glasgow: The DFID PublicEnquiry Point. [Available for download at <http://www.globaldimension.org.uk>]
- Dobler, E. (2012). Professional Learning Networks: Driving discussions through Twitter. *Reading Today*, 29(6), 16-17.
- edeos. (2011). Human rights. [Video file]. Retrieved from <http://www.youtube.com/user/weareedeos>
- Flanigan, R.L. (2011). Networking professionals. *Education Week*, 31(9), 10-12.
- Gilley, J. (Writer & Director). (2008). The day after peace. [Motion picture]. (Available from the Peace One Day website <http://peaceoneday.org>).
- Harris, J., & Hofer, M. (2009). Learning Activity Types Wiki. Retrieved from <http://activitytypes.wmwikis.net/>.
- Hayes Jacobs, H. (2014). *Mastering global literacy*. Bloomington, IN: Solution Tree Press.
- Helm, J. H. H. (2008, July). Got standards? Don't give up on engaged learning! *Beyond the Journal*, 1-9.
- Herczog, M.M. (2010). Using the NCSS National Curriculum Standards for Social Studies: A framework for teaching, learning, and assessment to meet state social studies standards. *Social Education*, 74(4), 217-222.
- Inglis, L. (2010). Head, heart, hand: Integrating global and character education into any classroom. In G.C. Hayden & W. Matthews (Eds.), *Educating for global citizenship: An ETFO curriculum development inquiry initiative* (pp. 99-134). Toronto, Ontario: Elementary Teachers' Federation of Ontario.
- Johnson, C.S., & Thomas, A.T. (2009). Caring as classroom practice. *Social Studies and the Young Learner*, 22(1), 8-11.
- Kist, W. (2013). *The global school: Connecting classrooms and students around the world*. Bloomington, IN: Solution Tree Press.
- Knighton, B. (2003). No Child Left Behind: The impact on social studies classrooms. *Social Education*, 67, 291-296
- Krey, D. (1995). Operationalizing the thematic strands of social studies for young learners. *Social Studies and the Young Learner*, 8(1), 12-15.
- Kubow, P.K., & Fossum, P.R. (2007). *Comparative education: Exploring issues in international context*. (pp. 283-305). Upper Saddle, NJ: Pearson.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34, 159-165.
- McCarty, D.M. (2007). Using multicultural National Council for the Social Studies Notable Books in the Elementary Classroom. *Social Studies*, 98(2), 49-53.
- McNulty, C.P., Davies, M.A., & Maddoux, M. (2010). Living in the global village: Strategies for teaching mental flexibility. *Social Studies and the Young Learner*, 23(2), 21-24.

ABBREVIATED REFERENCE LIST

- Merryfield, M.M. (2008). Scaffolding social studies for global awareness. *Social Education*, 72(7), 363-366.
- Merryfield, M.M., & Wilson, A. (2005). *Social studies and the world: Teaching global perspectives* (pp. 15-27). Silver Spring, MD: National Council for the Social Studies.
- Mindes, G. (2005, September). Social studies in today's early childhood curricula. *Beyond the Journal: Young Children on the Web*, 1-8.
- Midwinter, C. (2005). Supporting the standards: The global dimension in initial teacher education and training. World Studies Trust. [Available for download at http://www.globalteacher.org.uk/global_dimension.html]
- National Council for the Social Studies. (NCSS). (2011). What makes a good social studies lesson? *Social Studies and the Young Learner*, 23(3), 26-28.
- National Council for the Social Studies (NCSS) Board. (2008). A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy. Retrieved from <http://www.socialstudies.org/positions/powerful>
- Parker, W.C. (2012). Social studies in elementary education (pp. 2-27). Boston: Pearson.
- Population Connection. (n.d.). Retrieved from <http://www.populationeducation.org/>
- Rogovin, P. (2011). First graders research stuffed animals and learn about their world. *Social Studies and the Young Learner*, 24(1), 19-23.
- Resor, C. W. (2010). Food as a theme in social studies classes: Connecting daily life to technology, economy, and culture. *The Social Studies*, 101, 236-241.
- Ritz, S. (2012). Stephen Ritz: A teacher growing green in the South Bronx. [Video file]. Retrieved from http://www.ted.com/talks/lang/en/stephen_ritz_a_teacher_growing_green_in_the_south_bronx.html
- Rock, T.C., & Stepanian, J. (2010). We are the future, we are the agents of change. *Social Studies and the Young Learner*, 23(2), 9-12.
- Ross, L.J., & Gupta, M. (1998). Bringing human rights home: Human rights education for the 21st Century. *Social Education*, 62(6), 377-380.
- Sabet Tavangar, H. (2009). *Growing up global: Raising children to be at home in the world*. New York: Ballantine Books.
- Sabet Tavangar, H., & Mladic-Morales, B. (2014). *The global education toolkit for elementary learners*. Thousand Oaks, CA: Corwin Press.
- Sanchez, R.M. (2007). What we treasure and who we are. *Social Studies and the Young Learner*, 20(1), 1-4.
- Schmidt, J., & Manson, P. (1999). Human Rights Education: A framework for social study from the interpersonal to the global. *Social Studies and the Young Learner*, 11(3), 1-4. Retrieved from <http://publications.socialstudies.org/y/1103/1103pt.html>
- Seif, E. (2003). Social studies revived. *Educational Leadership*, 61(4), 54-59.
- Serriere, S., Mitra, D., & Cody, J. (2010). Young citizens take action for better school lunches. *Social Studies and the Young Learner*, 23(2), 4-8.
- Sunal, C. S., & Haas, M. E. (2011). *Social studies for the elementary and middle grades: A constructivist approach* (pp. 238 - 266). Boston: Pearson. (ISBN 978-0137048854).
- Swan, K.O., & Hofer, M. (2008). Technology and social studies. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 307-328). New York: Routledge.
- Tech for a Global Early Childhood Education. (n.d.). Tech tools for the classroom. Retrieved from <http://globalearlyed.wordpress.com/global-tools/tech-tools/>
- Thornton, S.J. (2008). Continuity and change in social studies curriculum. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 15-32). New York: Routledge.
- Tyson, C.A., & Park, S.C. (2006). From theory to practice: Teaching for social justice. *Social Studies and the Young Learner*, 19(2), 23-25.
- U.S. Department of Education. (n.d.). Connected educators. Retrieved from <http://connectededucators.org/>
- Virtue, D.C., & Vogler, K.E. (2009). Pairing folktales with textbooks and nonfiction in teaching about culture. *Social Studies and the Young Learner*, 21(3), 21-24.
- Whitlock, A.M., & Fox, K. (2014). One Hen: Using children's literature in project-based learning. *Social Studies and the Young Learner*, 26(4), 26-29.
- Wolk, S. (2003). Teaching for critical literacy in social studies. *Social Studies*, 94(3), 101-106.

G U I D E L I N E S F O R ONLINE PARTICIPATION

Students are encouraged to participate actively throughout the course. Online participation is assessed at ten (10) discrete times during the semester, worth 3 possible points each. Late original posts are deducted 1 point; posts made after the module has ended are not graded.



*Before You
Speak...Think!*

I saw this poster on the Institute for Humane Education website and believe it applies to numerous contexts, including virtual forums. I invite us to apply these tenets to our online discussions. (I also think this would be a helpful tool for the classroom).

CRITERIA	EXCELLENT (1)	SATISFACTORY (1/2)	NEEDS IMPROVEMENT (0)
Original Post: Written Reflection	Posting makes thoughtful references to the module materials, connections to personal experiences, and demonstrates critical thinking in response to the guiding questions. APA 6th edition formatting (in-text citations and a reference list) is used appropriately.	Posting includes some reference to the module materials using APA 6th edition formatting as appropriate and shows some evidence of critical thinking. Enhanced synthesis of the material and critical reflection needed to achieve <i>Excellent</i> .	Posting does not communicate critical understanding of course material and/or does not make reference to the readings.
Original Post: Technology-Created Product	Original product reflects thoughtful application of module content, addressing all required components. Student demonstrates proficient technology skills in the created product.	Original product reflects application of module content, addressing most of the required components. Student demonstrates satisfactory technology skills in the created product.	An original product was not created and/or does not reflect application of the module content.
Responses to Peer(s)	Contributes thoughtfully and meaningfully to the learning community by responding to two or more peers with specific reactions, by posing engaging questions, and/or by sharing new, related resources.	Contributes to the learning community by responding to one or more peers. Response(s) may be improved through enhanced relevance or specificity in reaction to the student's post.	Does not contribute to the learning community by responding to one or more peers in the forum.

Guidelines

Please consider these guidelines as you prepare your original posts and responses to peers. Your writing should reflect critical thinking of the course content each week.

- Be specific and concise. Original written posts should be approx. 250-500 words.
- Always cite your sources using APA 6th edition formatting. Use quotation marks to indicate direct quotes and reference the original source(s) from where information or ideas derived.
- Build upon your peers' ideas by asking questions and sharing your own experiences and reflections.
- Explain WHY you agree or disagree - as opposed to simply stating "I agree" or "I disagree."

Integrated Unit of Study

Over the course of the semester, you will develop an integrated social studies unit of study framework for a targeted elementary grade level(s) built in the following stages:



Assignment #1: Learning Playlist



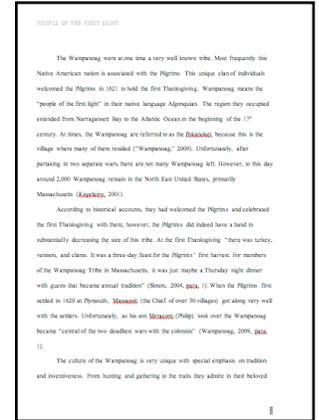
Compile an electronic “learning playlist” of your social studies content using LessonPaths (formerly MentorMob EDU). A learning playlist includes the best of what’s on the web - such as articles and videos - and should be organized in logical steps for the viewer to learn about the content. Playlists can be created for adults or children.

HOW YOU WILL BE ASSESSED

CRITERIA	EXCELLENT 1 point	SATISFACTORY 1/2 point	NOT EVIDENT (0 points)
Content	Web-based resources relate clearly to the student’s chosen content, demonstrating thoughtful research and reflection.	Web-based resources relate to the content chosen; however, essential aspects of the content are missing from the playlist.	
Resource Selection	Learning playlist contains 10 or more resources of professional quality that provide accurate information, diverse perspectives, and engaging media.	Learning playlist contains fewer than 10 resources; <u>or</u> resources selected are not of consistent high quality (see <i>Excellent</i>).	
Resource Variety	A rich variety of web-based resources, including articles and videos, are selected for the learning playlist.	Learning playlist contains limited variety. For example, most resources are from one source or represent one perspective.	
Organization	Learning playlist demonstrates purposeful organization.	More thoughtful organization is needed to help teach the audience about the chosen content.	
1-Page Overview Paper	Paper provides a clear rationale for the selection and organization of resources, including how they may be used for teaching and learning.	Paper indicates how resources were selected and organized; however, greater specificity concerning how and why the resources were selected would improve the paper.	

Assignment #2: Background Content for Teachers Paper

A 3-5 page scholarly research paper following APA 6th edition formatting of the student's chosen social studies concept or topic using reputable sources (e.g., NCSS journals, teacher's editions, professional organizations' websites, and more). The paper will become the introduction to the student's Unit Framework assignment.

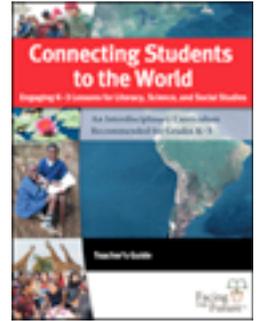


HOW YOU WILL BE ASSESSED

CRITERIA	EXCELLENT (3 points)	SATISFACTORY (2 points)	NI (1 point)	NOT EVIDENT
Content Knowledge <i>Include all relevant content, even if integrating other content areas (e.g., science).</i>	The student demonstrates strong content knowledge as related to academic standard(s). Content is explained in appropriate depth and is made explicit <u>in the student's own words</u> . Direct quotes are used very sparingly.	The student demonstrates sufficient content knowledge as related to academic standard(s). Greater elaboration in some areas would improve the content synthesized in the paper. Direct quotes are used very sparingly.	The student demonstrates limited content knowledge. Content is <u>not</u> made explicit, is covered superficially, and/or is largely a compilation of others' direct quotes.	
Synthesis of Information	The student clearly researched, analyzed and synthesized current, accurate information from a variety of sources as pertaining to the chosen social studies content.	The student researched and communicated accurate information as pertaining to the chosen social studies content. Enhanced synthesis is needed to improve the communication of content in the paper.	The student researched and communicated accurate information as pertaining to the chosen social studies content. However, there is little to no evidence that the student analyzed and synthesized information from a variety of sources.	
Quality of Research Sources	Sources (5 or more) are current (1995 or later), relevant to the topic, and are cited in APA 6th edition formatting.	Most sources (5 or more) are accurately cited in APA 6th edition formatting. Enhanced resource selection would improve the content presented in the research paper.	Does not cite 5 or more reputable, current sources needed to demonstrate the student's content knowledge.	
Mechanics	Paper contains no grammatical, spelling, or punctuation errors.	Paper contains few grammatical, spelling, or punctuation errors.	Paper contains many grammatical, spelling, or punctuation errors, interfering with its readability.	
APA Formatting	Paper adheres to 6 th edition APA formatting with no errors.	Paper adheres to 6 th edition APA formatting with few errors.	Paper does not adhere to 6 th edition APA formatting or contains many errors.	

Assignment #3: Unit Framework

Using knowledge acquired through your research, you will develop a unit framework, or a plan for a unit of study, submitted in any format desired. The unit framework will consist of the following:



Original Unit Title

Capture the essence of your unit in your title.

Introduction to the Unit

Provide an overview of the unit, incorporating key content from your Background Content for Teachers paper.

Targeted Grade Level(s)

Your unit may be for one specific grade level, or adaptable across a few grade levels.

Unit Length

Indicate the length in days, weeks, or months, you conceive your unit to be implemented successfully.

Unit Learning Goals and Objectives

Specify the broad goals and measurable learning objectives.

Essential Questions and Enduring Understandings

What are your unit's big ideas? Which essential questions relate?

National and State Standards Alignment Matrix

Create a table indicating how national and state standards align with each of your lessons.

Outline of Instructional Lessons

Include the unit's 5 or more lessons with brief description of each learning activity,

resources used, and assessment.

Unit Assessment with Scoring Rubric

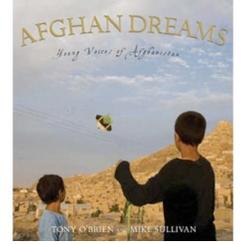
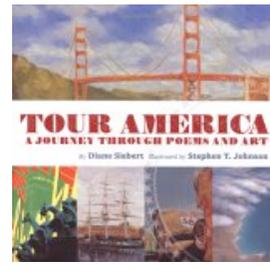
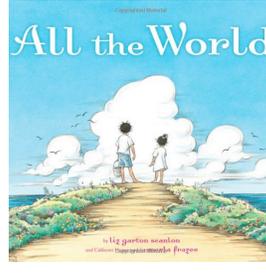
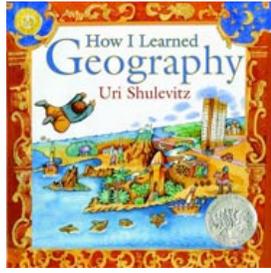
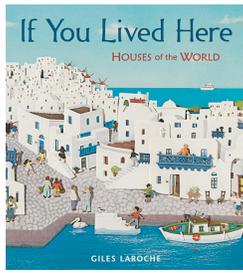
Create directions for the unit's summative assessment and a rubric for evaluation.

Resource Compilation

Provide an organized listing in APA 6th edition formatting.

HOW YOU WILL BE ASSESSED

CRITERIA	EXCELLENT (4 points)	SATISFACTORY (3 points)	NEEDS IMPROVEMENT (1-2 points)	NOT EVIDENT (0 points)
Unit Overview	The unit overview consists of: unit title; introduction; targeted grade level(s); unit length. The introduction provides a clear overview of the unit's content and curriculum.	The unit overview is provided (see <i>Excellent</i>); however, the introduction lacks some clarity or specificity.	Two or more areas (see <i>Excellent</i>) require attention and/or improvement.	
Unit Organization	An outline and brief description of 5 or more instructional lessons and a matrix demonstrating how the lessons align with national and state standards are created.	An outline of 5 or more instructional lessons and a standards matrix are created; however, they lack essential content in order to align with the Unit Desired Results (see <i>below</i>).	Two or more areas (see <i>Excellent</i>) require attention and/or improvement.	
Unit Desired Results	Relevant and meaningful goals, measurable objectives, enduring understandings ("big ideas") and related essential questions are developed.	The Unit Desired Results (see <i>Excellent</i>) are outlined; however, there is some lack of alignment or identification of essential learning outcomes as aligned with the unit overview and organization.	Two or more areas (see <i>Excellent</i>) require attention and/or improvement.	
Unit Assessment	An original summative assessment and scoring rubric are developed that align with the Unit Desired Results (see <i>above</i>). The assessment demonstrates students' participation in and understanding of powerful and meaningful social studies.	An original summative assessment and scoring rubric are developed; however, there is some lack of alignment with the Unit Desired Results; or the assessment fails to demonstrate students' participation in and understanding of powerful and meaningful social studies.	Two or more areas (see <i>Excellent</i>) require attention and/or improvement.	
Resource Compilation	A variety of resources related to the unit of study (for both teaching and learning) is compiled and organized as appropriate using APA 6th edition formatting.	A listing of resources aligned with unit content is provided. Enhanced organization, identification, or variety would improve the usefulness of the resources compiled.	Two or more areas (see <i>Excellent</i>) require attention and/or improvement.	



Assignment #4: Notable Trade Book Lesson Plan

As the culminating assignment, you will develop a sample lesson plan using an NCSS Notable Trade Book that aligns with your integrated unit topic or concept. You are encouraged to submit your lesson plan to Social Studies Research and Practice for publication! The lesson plan will follow SSRP guidelines and contain the following components in the rubric below:

HOW YOU WILL BE ASSESSED

CRITERIA	EXCELLENT (5 points)	SATISFACTORY (3-4 points)	NEEDS IMPROVEMENT (1-2 points)	NOT EVIDENT (0 points)
Lesson Plan Abstract (100-150 words)	An <u>original</u> lesson plan abstract is written, providing a clear overview of the teaching and learning activities developed.	An <u>original</u> abstract is written; however, the abstract lacks some clarity or specificity.	The abstract lacks clarity or specificity, poorly communicating the lesson plan developed.	
Original NCSS Trade Book Summary (100-150 words)	An <u>original</u> book summary is written, capturing the essence of the story elements and illustrations.	An <u>original</u> summary is written; however, it lacks some clarity or specificity regarding the story elements and /or illustrations.	The summary lacks clarity or specificity, poorly communicating the NCSS Notable Trade Book selected.	
Measurable Learning Objectives	Relevant, meaningful, and measurable objectives are developed that align with instruction and assessment.	Learning objectives are outlined; however, they either lack specificity or do not align with the lesson's instruction and /or assessment.	Two or more criteria (see <i>Excellent</i>) require attention and /or improvement.	
Procedures and Extension Activities	Meaningful, original teaching and learning activities are developed following SSRP formatting. A comprehensive listing of extension activities that enhance the lesson plan are also provided, including needed resources.	Original teaching and learning activities are developed following SSRP guidelines. Enhanced emphasis on higher order thinking skills and creativity would improve the lesson plan. Some extension activities are outlined.	Two or more criteria (see <i>Excellent</i>) require attention and /or improvement.	
Materials and Resources	A list of all materials required and supplemental resources, as well as any templates needed to implement the lesson, are provided.	An appropriate listing of required materials is provided; however, needed supplemental materials and /or additional resources are not outlined.	A basic materials list is provided; however, needed supplemental materials and additional resources are not outlined.	
Assessment	An original formative assessment and scoring rubric are developed that align with lesson objectives and instruction and are reflective of best practice.	An original formative assessment and scoring rubric are developed; however, there is some lack of alignment with lesson objectives and instruction.	An original formative assessment is developed; however, it is not reflective of best practice and /or does not include an appropriate scoring rubric.	